DOCUMENT RESUME

ED 166 169 95 SP 013 796

AUTHOR Nerenz, Anne G., Comp.; Knop, Constance K., Comp.
TITLE The Supervision of Teachers: A Selected Annotated Bibliography. Bibliographies on Educational Topics No. 10.
INSTITUTION ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Feb 79
NOTE 36p.
AVAILABLE FROM ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle, Washington, D.C. 20036 ($2.00)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Administrative Personnel; *Annotated Bibliographies; *Behavior Change; Classroom Observation Techniques; College Supervisors; Cooperating Teachers; Inservice Programs; Instructional Improvement; Self Evaluation; *Supervisory Methods; *Teacher Supervision
IDENTIFIERS Information Analysis Products

ABSTRACT

Focusing on various facets of the supervision of teachers in all capacities, this selected annotated bibliography was prepared for those cooperating teachers, student teachers, university supervisors, school supervisors, administrators, and other school personnel who wish to investigate in greater detail any number of aspects of the theory and process of supervision. More specifically, this work provides references to, and content summaries of, texts and articles on both the theoretical models and the more practical styles and techniques of supervision. In addition, each annotation includes a brief evaluation of the usefulness or application of the entry to a particular style of supervision. The bibliography includes sections on: History and Development of Teacher Supervision, Theories of Power and Behavioral Change, Major Theories and Models, Inservice Supervision, The College/University Supervisor: Changing Roles and Responsibilities, The Developing Role of the Cooperating Teacher, Observational Instruments, and Conferencing Techniques. Citations are from 1965 onward. (Author/DS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED166169

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE SUPERVISION OF TEACHERS:

A SELECTED ANNOTATED BIBLIOGRAPHY

Bibliographies on Educational Topics No. 10

Anne G. Nerenz
Constance K. Knop

University of Wisconsin--Madison

ERIC Clearinghouse on Teacher Education
Suite 616, One Dupont Circle
Washington, D.C. 20036

February 1979

SP 013 796

SP013 796

The ERIC Clearinghouse on Teacher Education is funded by the National Institute of Education, in cooperation with the following associations:

American Alliance for Health, Physical Education,
and Recreation
American Association of Colleges for Teacher Education
Association of Teacher Educators
National Education Association

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the Association of Teacher Educators for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of ATE, the Clearinghouse, or the National Institute of Education.

TABLE OF CONTENTS

	page
FOREWORD	iv
INTRODUCTION	1
HISTORY AND DEVELOPMENT OF TEACHER SUPERVISION	3
THEORIES OF POWER AND BEHAVIORAL CHANGE	5
MAJOR THEORIES AND MODELS	6
Overview of Models and Theories	6
Clinical Supervision	8
Counseling Models	8
Competency- and Objective-Based Models	10
Peer and Team Supervision	10
Self-Analysis in Supervision	12
INSERVICE SUPERVISION	13
THE COLLEGE/UNIVERSITY SUPERVISOR: CHANGING ROLES AND RESPONSIBILITIES	18
THE DEVELOPING ROLE OF THE COOPERATING TEACHER	22
OBSERVATIONAL INSTRUMENTS	26
CONFERENCING TECHNIQUES	28
EDRS ORDER FORM	32

FOREWORD

In this tenth in the series, Bibliographies on Educational Topics (BETs), the supervision of teachers is considered as a discipline whose primary purpose is to help teachers improve their classroom instruction and, thereby, improve the quality of education offered for pupils. With the emphasis shifting away from evaluation and toward cooperative analysis of instructional behavior, it is imperative that the theory and application of supervisory processes be mastered. This selected annotated bibliography provides an overview of useful resources for the study of teacher supervision from the varied perspectives of different roles and levels of expertise.

The Clearinghouse is grateful to Anne G. Nerenz and Constance K. Knop, both of the University of Wisconsin--Madison, for sharing their time and experience in the preparation of this bibliography. In selecting items for inclusion, the authors drew extensively, but not exclusively, from the two ERIC data files, Resources in Education (RIE) and Current Index to Journals in Education (CIJE). Other sources include important texts on supervision and relevant chapters in more general works. For each citation, the authors not only describe the scope of the material, but comment as well on its usefulness to the reader.

Citations followed by an "ED" (Educational Document) number are indexed and abstracted in RIE; those documents generally can be obtained in either microfiche or xerographic copy from the ERIC Document Reproduction Service (EDRS). An EDRS order form is provided at the end of this booklet. Citations carrying an "EJ" (Educational Journal) number are indexed in CIJE, but those articles are not reproduced in any form by ERIC; readers are referred to the original journals, available in many libraries. The published texts also may be consulted in libraries and educational resource centers; they are available from the individual publishers, and not from ERIC.

A second purpose of this bibliography, in addition to making readers aware of already existing information, is to identify weaknesses in the knowledge base for education and to serve as a point of departure for further study. The Clearinghouse acquisitions materials in its scope area of the preparation and continuing development of education personnel, and readers are encouraged to submit such documents for evaluation and possible inclusion in RIE to: Information Analyst, ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle, N.W., Washington, D.C. 20036.

Lana Pipes
Editor
ERIC Clearinghouse
on Teacher Education

INTRODUCTION

Like most disciplines that have as their foundation the complex interactions between people, the emerging field of supervision by a school administrator, a college supervisor, or a cooperating teacher is a many-faceted undertaking. Consequently, the body of literature on the subject has developed in varied directions, in such a vast quantity that it is not without difficulty that one may become familiar with its widely differing perspectives.

Focusing on various facets of the supervision of teachers in all capacities, this selected annotated bibliography was prepared for those cooperating teachers, student teachers, university supervisors, school supervisors, administrators, and other school personnel who wish to investigate in greater detail any number of aspects of the theory and process of supervision. More specifically, this work provides references to, and content summaries of, texts and articles on both the theoretical models and the more practical styles and techniques of supervision. In addition, each annotation includes a brief evaluation of the usefulness or application of the entry to a particular style of supervision.

The bibliography includes sections on: History and Development of Teacher Supervision, Theories of Power and Behavioral Change, Major Theories and Models, Inservice Supervision, The College/University Supervisor: Changing Roles and Responsibilities, The Developing Role of the Cooperating Teacher, Observational Instruments, and Conferencing Techniques.

These selections represent only a small portion of the existing literature in the area, since practical constraints discourage the creation of a complete annotated bibliography. Several criteria were used in making the necessary decisions about possible entries. First, it was thought to be essential that the selections be representative of contemporary work on each topic. Too, an attempt was made to include works written since 1965, since these writings seem to reflect better the current state of the art. Clarity of presentation, variety, and availability were also considered. Thus, although numerous potential items have not been included, it is hoped that the summaries selected will provide an introduction to many facets of supervision in instructional settings, and that they may be of help to people at different stages in their supervisory careers.

Anne G. Nerenz
Constance K. Knop

University of Wisconsin--Madison
February 1979

HISTORY AND DEVELOPMENT OF TEACHER SUPERVISION

These entries provide a historical and philosophical introduction to instructional supervision and establish a perspective from which the annotations in the several sections that follow may be considered. Selections include a discussion of the historical development of supervision, an analysis of its foundations in varied disciplines, a sketch of stereotyped behaviors, and general resumes of supervisory effectiveness. The number of works in this area is very limited, seeming to reflect a certain tendency in the literature toward role- or technique-oriented work, and away from such analyses of supervision as a discipline.

Brodbelt, S. "Stereotyped Behavior in Supervision." Contemporary Education 47: 216-20; Summer 1976. EJ 152 438

The article establishes a concept of "appropriate" supervision by presenting six "less-appropriate" stereotyped models--the Snoopervisor, Mr. Right, Mr. Efficiency, Mr. Friendly, Mr. Unavailable, Mr. Talkative. These philosophical and behavioral postures provide an interesting introduction to many aspects of supervision as it is, and as it has been practiced.

Brosio, R. A. "The Supervision of Teacher Candidates: A Philosophical/Historical Perspective." Teacher Educator 11 (2): 25-40; Fall 1975. EJ 136 973

The paper looks first at what good teaching is considered to be, and then discusses the environment in which such teaching may be nurtured. Citations from Dewey and others are used as a basis for development of these ideas. Supervisors would do well to consider such issues before beginning their work, for one's valuing of teaching strategies, vision of the "good teacher," and perception of growth-producing experiences may significantly delimit the type of supervisory interactions and strategies subsequently undertaken.

Button, H. W. A History of Supervision in the Public Schools from 1870-1950. Ann Arbor, Mich.: University Microfilms, 1964.

This concise and informative history outlines several periods in the development of public school supervision. Sections include a general background of the times, a vision of the teacher, a description of the supervisor, the style and goals of supervision as it was practiced, and the forces of change that caused each successive model of supervision to be reshaped. Roles discussed include that of the teacher of teachers, the autocrat, the management expert, the scientist, and the helper. An excellent work, it is essential to a more complete understanding of the profession.

Eye, G. "Supervisory Skills: The Evolution of the Art." Journal of Educational Research 69: 14-19; September 1975. EJ 131 645

This provocative article reviews the definitions, purposes, structures, and processes of supervision, and notes differences in forms for evaluating supervisory outcomes as they have developed since 1642. Concisely written, the work provides an introduction to, and perspective on, contemporary instructional supervision.

Harris, B. M. "Superior Competence and Strategies for Improving Instruction." Educational Leadership 33: 332-35; October 1976.

The author provides a brief historical perspective on educational movements since 1950, noting their effects on supervision. Then, three most pressing needs in contemporary practice--role and competency definition, collaborative relationships, and constructive evaluation--are discussed. The article relates the past and the future of schooling and supervision in an interesting manner.

Harris, B. M., and W. R. Hartgraves. "Supervisor Effectiveness? A Research Resume." Educational Leadership 30: 73-79; 1972. EJ 064 475

This paper reviews several of the more recent studies dealing with the effectiveness of supervision. The consultant role, work in inservice training, and levels of acceptance by staff members are each discussed. In general, the authors conclude that the studies cited show that supervisors can improve instruction when certain guidelines for action are followed.

MacDonald, J. B. "Knowledge About Supervision: Rationalization or Rationale?" Educational Leadership 23: 161-63; 1965.

The author poses the question, "Would schools be as effective without formal supervision?" He notes that there is a paucity of research available to answer this question, and that numerous supervisory practices are undertaken more from tradition than from knowledge. His call for research and clarification of supervisory theory and practice is well-taken.

Netzer, L., and G. Eye. Interdisciplinary Foundations of Supervision. Boston, Mass.: Allyn and Bacon, 1970.

Supervision as a discipline may be better understood in light of the numerous domains from which it emerged. This collection of readings allows

both practitioner and theoretician to reflect on a variety of aspects of inservice supervision, including the role of theory, means of influence and change, democratic human relationships, evaluation, relationships within the school community, and use of staff and talent. The text provides a somewhat broader perspective, and may help in relating different conceptions of supervision and supervisory practice on a more general foundation.

THEORIES OF POWER AND BEHAVIORAL CHANGE

These articles deal with theories of change in human behavior. Different types of power to provoke change, and various strategies for initiating change, are reviewed ad discussed. While they are not directly related to the techniques or theory of supervision, an understanding of such processes is essential to the establishment of effective supervisory relationships. That is, the different conceptions of power and means of effecting change represented here should be of help in understanding and analyzing each of the models, roles, and techniques discussed in the following sections.

Chin, R., and K. D. Benne. "General Strategies for Effecting Changes in Human Systems." In: W. Bennis et al., eds. The Planning of Change. New York: Holt, Rinehart, and Winston, 1968. pp. 22-45.

The authors define three basic strategies for effecting change. First, the empirical-rational strategy draws on the belief that people are rational and may be logically persuaded when provided with sufficient evidence. Second, based on the assertion that people must be made to "see and feel" differently, the normative-reeducative stance affirms that it is not merely at the cognitive level, but also at the more affective levels of valuing, that a change in behavior may be produced. Finally, the power-coercive approaches to change are discussed, including both legitimate and illegitimate forms of physical and moral power. While somewhat theoretical the article provides a thoughtful introduction to the types and effects of general strategies for behavioral change. The conclusions are applicable to any style of supervision from which altered behavior may result.

French, J. R. P., and B. Raven. "The Bases of Social Power." In: D. Cartwright and A. Zander, eds. Group Dynamics: Research and Theory. New York: Harper and Row, 1968. pp. 607-23.

The authors define and discuss five types of power--the maximum potential ability to influence something or someone. These bases include reward power, coercive power, legitimate power, referent power, and expert power. Since implementation of each type results in a different style of interaction, an understanding of these different phenomena as well as their implications is fundamental to thoughtful supervision.

MacDonald, J. B. "Helping Teachers Change." In: J. Raths and R. R. Leeper, eds. The Supervisor: Agent for Change in Teaching. Washington, D.C.: Association for Supervision and Curriculum Development, 1966. pp. 1-10.

The author briefly discusses the moral, empirical, and theoretical dilemmas faced by the supervisor acting as an agent of change. He then describes four environmental conditions conducive to teacher growth which may be developed by the supervisor to facilitate change while avoiding the previously cited value dilemmas. The work deals with change in the supervisory setting and exemplifies some of the concepts noted in more theoretical papers.

Markowitz, S. "The Dilemma of Authority in Supervisory Behavior." Educational Leadership 33: 67-72; 1976.

In an attempt to place the power dilemma in perspective, the author summarizes numerous writings on power and authority in different contexts. The review is clear and could be helpful to individuals seeking a basis on which legitimate supervisory behavior could be founded.

MAJOR THEORIES AND MODELS

These annotations deal with the philosophies and types of interaction that underlie various styles of supervision. Several selections speak to the clinical model, others are founded in more behavioral or competency-based traditions, while still others draw on different self-analysis or counseling theories. The diversity in models represented here reflects the variability in supervisory settings, as well as the differences among individual participants. Awareness of the characteristics and applications of each model is essential to the sensitive development of supervisory interactions during which--at different moments--particular strategies may be more or less helpful or appropriate.

Overview of Models and Theories

Knop, C. K. "Developing a Model for Student Teacher Supervision." Foreign Language Annals 6: 623-38; December 1977. EJ 170 075

The article focuses on two questions concerning the nature and quality of the supervisory process. In answer to the first--"Who will direct the work of student teachers?"--the author highlights the role of the cooperating teacher. In response to the second question--"How can supervision be most effectively done?"--the author discusses the more clinically oriented

models as well as several aspects of a theory of supervision based on Rogerian counseling. The resulting confluent approach which incorporates portions of both models is outlined, and specific instruments and techniques are suggested. The work is helpful as a review of literature, a synthesis of supervisory models, and a source of practical suggestions.

McNergney, R. F. "Personalizing Teacher Development: An Adaptive Supervisory Process." Paper presented to the Mid-West Educational Research Association, Chicago, Ill., 1978.

The paper describes a model for encouraging teacher growth and development, based on clinical supervisory theory and research on individual differences. "Action steps," during which the clinical supervision cycle takes place, and simultaneous "consideration steps," during which the supervisor attends to verbal and nonverbal cues and adapts the supervisory environment, are discussed at length. The model sensitively combines the two areas of work into a single approach to supervisory interactions.

Mosher, R. L., and D. E. Purpel. Supervision: The Reluctant Profession. Boston, Mass.: Houghton Mifflin, 1972.

Following a summary of traditional and contemporary responsibilities of all those involved in the supervisory process, and brief but interesting reviews of the research on teaching and supervision, the authors deal primarily with the practice of supervision in schools. They discuss the clinical and the counseling models of supervision, noting their similarities and differences in perspective, content, and process. The text provides an excellent overview to many facets of supervision and the context in which it takes place. A concise analysis of the "larger picture," it should be read as an introduction to all of these themes.

Pohland, P. "Perspectives on Educational Supervision: The Model Muddle." Paper presented at the conference of the American Educational Research Association, San Francisco, Calif., 1976.

The article provides perhaps the best introduction to the methods and rationales of the different models of supervision. Seven perspectives--administrative, clinical, counseling, curriculum, motivation, human relations, and microteaching--are discussed. The view of teaching, basic assumptions, focus, supervisory role, training procedures, position in the organizational structure, model structure, conceptual foundation, intended outcomes, type of power, and type of supervisor-teacher relationships which are characteristic of each model are clearly outlined for easy comparison. This is a brief but very helpful introduction to, and organization of, the various styles of supervision.

Clinical Supervision

Cogan, M. Clinical Supervision. Boston, Mass.: Houghton Mifflin, 1973.

This text offers an overview and explanation of the clinical model of supervision. It describes at length the setting, dealing with issues of self-knowledge, interpersonal relationships, objectives, and problems. The second portion of the book speaks to several aspects of the clinical cycle--preparation, planning, observation and interaction analysis, data analysis, and conferencing. Although perhaps less specific than Goldhammer's explication of clinical processes, it does provide a useful perspective on the larger context in which these actions take place.

Goldhammer, R. Clinical Supervision. New York: Holt, Rinehart, and Winston, 1969.

Clinical Supervision is a thoughtful explanation of a supervisory process based on observation of teacher and pupil behaviors and providing for sustained interpersonal interactions between supervisors and teachers. The model conceives of the more effective supervisory sequence as being composed of several portions: a preobservational conference, the observation of teaching, a period of data analysis and preparation of a strategy or agenda for conferencing, the conference itself, and finally a post-conference analysis. The rationale for, and behaviors characteristic of, each portion are carefully defined and explained with numerous illustrations and suggestions. Scripts of several sample conferences with subsequent analyses are provided. The book is thorough and well-written.

Journal of Research and Development in Education 9 (2): whole issue; Winter 1976.

This entire volume is devoted to clinical supervision. A rationale is provided; the theory, competencies, motivational aspects, role of interaction analysis, application of the model in several settings, and limitations of these procedures are each represented in different articles. This issue of the journal speaks in depth to the varied, and perhaps more sophisticated, facets of clinical supervision as it is currently conceived and practiced.

Counseling Models

Blumberg, A. "Supervision as Interpersonal Intervention." Journal of Classroom Interaction 13 (1): 23-32; 1977.

The interpersonal interventionist supervisor focuses on the quality of the supervisor-teacher relationship in a more collaborative fashion than

is often characteristic of clinical interactions. With the teacher, the supervisor not only tries to generate data about the teaching-learning situation, but also attempts to promote personal and professional growth for both parties involved--a more humanistic approach to supervisory situations.

Combs, A. W., D. L. Avila, and W. W. Purkey. Helping Relationships. Boston, Mass.: Allyn and Bacon, 1971.

The text begins with a definition of the helper and then outlines two opposing views of human behavior, noting the effects of each on the helping relationship. Various facets of the helping process, including its relationship to individual meaning, to learning, and to self-esteem, as well as its goals and processes, are pursued at length. The text is a thought-provoking discussion of helping behavior and has useful applications to any counseling-related interaction.

Dussault, G. Theory of Supervision in Teacher Education. New York: Teachers College Press, 1970.

Based on the Rogerian model of therapy and personality change, this theory of supervision begins with the premises that the supervisor and the supervisee are "in contact" and are "congruent," and that the supervisor experiences unconditional positive regard and empathic understanding for the supervisee's personal frame of reference. As in the counseling model, a number of changes in the supervisee's perception of self and environment are made possible when these conditions are met. While the application of such a conception of supervision is facilitated by additional experience in counseling, the explanation of the components of positive interpersonal relationships is helpful.

Hummel, R. C. "Ego-Counseling in Guidance: Concept and Method." Harvard Educational Review 32: 463-82; 1962.

The article deals with varied aspects of the ego-counseling model. Its paradigm, the perspectives of participants, and several implications are spoken to at length. The work is written such that the fundamental issues and methods might be clearly understood by those not familiar with the method.

Nisenholz, B., and F. H. McCarty. "Use of Gestalt Counseling in Supervising Student Teaching." Peabody Journal of Education 53: 76-80; 1976.

This model of supervision developed from Gestalt counseling stresses the importance of helping individuals to see themselves as independent

adults capable of molding their environment and attaining their goals. Such a perspective encourages behavioral and emotional self-exploration as a basis for supervision.

Competency- and Objective-Based Models

Koran, J. J. "Supervision: An Attempt To Modify Behavior." Educational Leadership 26: 754-57; May 1969. EJ 004 447

The author discusses both the general theory and specific applications of behavioral change through teacher supervision, stating that "the success of the supervisor can be measured directly by the magnitude of change . . . that he produces in the supervisee." This article would be of interest to more competency-based supervisors.

McNeil, J. D. "Antidote to School Scandal--Supervision by Objectives." Educational Forum 31: 69-77; 1967.

This concise explanation speaks to the major aspects of supervision by objectives. Emphasis is placed on the agreement of the supervisor and the teacher as to (a) the objectives of the teaching and (b) the type of information or results that will enable both individuals to judge whether or not these objectives were reached. While more restrictive in scope than other models, this type of supervision does provide from the outset a common focus for subsequent discussions and may eliminate potential sources of disagreement and conflict.

McNeil, J. D. Toward Accountable Teachers--Their Appraisal and Improvement. New York: Holt, Rinehart, and Winston, 1971.

This extended discussion of objective-based supervision is written for supervisors and teachers who would take pupil progress as the basis for evaluation. Practical techniques by which such a model might be applied with inservice and preservice teachers are discussed at length. The text provides a solid introduction to, and explanation of, this style of supervision.

Peer and Team Supervision

Alfonso, R. J. "Will Peer Supervision Work?" Educational Leadership 34: 594-601; May 1977. EJ 164 124

The author discusses the objectives, limitations, and promises of peer supervision in a concise and helpful way. He concludes that such a model

could successfully be incorporated into a larger pattern of supervision, but could not replace that more traditional style. This is a good review of the supervisory style and its implications for contemporary practice.

Buttery, T. J., and D. A. Michalak. "The Teaching Clinic: A Peer Supervision Process." Education 95: 263-69; Spring 1975. EJ 116 968

This study focuses on the teaching clinic--a model of preservice or inservice supervision that aims at the systematic examination of teaching acts in a peer group setting. The exploratory findings discuss patterns of verbal behavior, participants' roles, and levels of analysis. The model merits further consideration.

Deakins, K., et al. "The School-Based Supervision Team: An Alternative." 1977. 47 pp. ED 147 259

The document describes the reponsibilities and functions of a school-based supervisory team, composed of staff members at individual practicum sites. Members of the team coordinate the preservice training activities, provide orientation experiences, conduct seminars, and observe and conference with student teachers and their cooperating teachers. The model provides still another alternative to supervision by university personnel or by the individual cooperating teacher.

Lindeman, M., G. Grimes, and E. Greene. "A Team Approach to Supervision." Contemporary Education 43: 26[illegible]-72; 1972.

The article provides an introduction to team supervision; that is, the teaching of seminars and supervision of preservice student teachers by several university or college faculty members. Sample goals of the program, as well as information on planning with cooperating teachers and student teachers, and team evaluation of students are included. The ten notes on team supervision might provide a starting point for the creation or evaluation of similar supervision programs.

Readling, J. J., and M. S. Blom. "Team Supervision: A Humanistic Approach to Accountability." Journal of Teacher Education 21: 366-71; Fall 1970. EJ 025 228

The authors describe the membership of a supervisory team and discuss its role as an auxiliary consultation unit. They outline the stages in an actual team supervisory observation. The model is also discussed in light of systems theory. The initial sections in particular would be helpful to

people interested in breaking away from the more traditional one-on-one interactions that usually characterize supervision.

Young, D. A. "A Preliminary Report on the Effectiveness of Colleague Supervision on the Acquisition of Selected Behaviors in a Micro-Teaching Series." Paper presented at the Annual Meeting of the American Educational Research Association, Minneapolis, Minn., 1970. 13 pp. ED 038 330

This article reports findings of a study to assess the effectiveness of two types of supervision--supervision by a single supervisor, and supervision by a colleague-supervisor team. Trainees working with this latter group performed significantly differently than their counterparts with only a single supervisor. The study has interesting implications for practice.

Self-Analysis in Supervision

Andersen, H. O. "The Supervisor as a Facilitator of Self-Evaluation." School Science and Mathematics 72: 603-16; October 1972. EJ 066 420

The author argues that teacher self-evaluation is among the more effective means to helping teachers to change their teaching behavior. Having provided a systems model of teacher activity, the author speaks to the evaluation of objectives, the gathering of information about behavior, and the post-teaching evaluation. The model places the responsibility for analysis on the teacher, and could be readily implemented.

Brusling, C., and J.-G. Tingsell. Self-Observation and Self-Analysis in Teacher Training. Research Bulletin #14. Gothenburg, Sweden: Gothenburg School of Education, 1973. ED 076 552

The authors discuss a rationale for training in self-observation, and then present a brief summary of a study designed to test the effectiveness of such procedures. The training and analysis methodologies are outlined and results presented.

Jalbert, E. L. "The Effectiveness of Training in the Evaluation of Classroom Instruction as an Aid to Self-Evaluation in Student Teaching." Journal of Educational Research 60: 130-35; 1966.

The article reports findings of a study undertaken to investigate the effects of training in evaluation of instruction on preservice teachers'

ability to analyze their own teaching. Results indicating favorable impact of such preparation are discussed; implications for supervisory behavior are clear.

Johnston, D. P. "The Relationship of Self-Supervision to Change in Selected Attitudes and Behaviors of Secondary Student Teachers." Educational Leadership 27: 57-63; October 1969. EJ 008 759

This study examined the relationship between self-supervision and change in teaching style, especially in the use of indirect verbal behaviors. Specific results are reported, and, as a whole, the method of self-supervision discussed seems to provide a viable alternative to more traditional supervisory methods.

McClain, E. W. "Personal Growth for Teachers in Training Through Self-Study." Journal of Teacher Education 21: 372-77; Fall 1970. EJ 026 331

The author speaks to the need for increased personal awareness during teacher training, since more realistic self-perceptions should lead to improved teaching performance. The article then reports on a mental health course for preservice teachers, providing pretest and post-test scores on measures of self-actualization. This is a novel addition to teacher preparation and supervision, which considers the more personal and emotive applications of self-analysis.

Meyers, P. E. "The Real Crux of Supervision." Contemporary Education 44: 140-41; 1973.

The author notes that stimulating supervision is composed of attempts to assist preservice teachers in analyzing and evaluating their growth as developing teachers. With this end in view, a series of 15 questions devoted to the supervisee's background preparation for teaching, personal aptitudes, and attitudes toward teaching is provided. Such thought-provoking questions might be successfully integrated into any supervisory style providing an introduction to self-analysis.

INSERVICE SUPERVISION

The texts selected for annotation were chosen because they reflect the general themes of behavioral change, organizational development, and human interactions and because they allow readers to reflect on the art of supervision in schools from a variety of points of view. History, theory,

research results, processes, problems, and applications of supervision in such settings are each represented.

ASCD Working Group. "Issues in Supervisory Roles: What Do Practitioners Say?" Educational Leadership 34: 217-20; 1977.

The article reports a study to determine which issues and practices in supervision were perceived as most and least important in affecting supervisors' attempts to improve schooling. The most and least frequently ranked items are listed and discussed. Issues of greatest concern could provide focal points for training experiences or changes in practice.

Blumberg, A. Supervisors and Teachers--A Private Cold War. Berkeley, Calif.: McCutchan Publishing, 1974.

Since supervision usually consists of an encounter between two or more individuals in a school environment, this text deals solely with the interpersonal relationships between the inservice supervisor and the school teacher. The conflicts and interactive problems of such a dyad are discussed. Research results on supervisory styles and productivity are presented. A category system for analyzing interactions is provided and its usefulness assessed; and, finally, the issues of tenured teacher supervision, helper/evaluator roles, and peer supervision are considered. This comprehensive look at human interactions should be most helpful to any individual in this setting.

Eye, G., and L. Netzer. Supervision of Instruction: A Phase of Administration. New York: Harper and Row, 1965.

Different aspects of instructional supervision in inservice settings are discussed from an administrative point of view; definitions and goals of supervision, its organizational and operational patterns, the participants in supervisory interactions, various components of the process of supervision, and, finally, the products or results are put not only in an instructional, but also in a managerial, context. The text should thus appeal to a large number of school personnel, and provide for each a richer perspective on the school community.

Feyereisin, K., J. Fiorino, and A. Nowak. Supervision and Curriculum Renewal: A Systems Approach. New York: Appleton-Century-Crofts, 1970.

The authors begin from the premise that schools are resistant to change. Yet they note that without changes in structure, the demands

placed upon the schools cannot be met. They propose, then, a systems approach, derived from contemporary organizational theory, which is composed of a curricular-instructional system and a supervisory support system. In this context, supervision as a part of educational organization and administration is discussed, the supervisor's role in curriculum renewal is presented, and several facets of supervisory methods are outlined. Developed within a particular theoretical framework, this text provides an extended examination of supervision as a means of change and reorganization of schooling as a whole.

Gorton, R. A. Conflict, Controversy, and Crisis in School Administration and Supervision: Cases and Concepts for the 70's. Dubuque, Iowa: Wm. C. Brown Publishing, 1972.

This text provides a discussion of the central issues in school administration and supervision by means of concept chapters and case studies/conflict situations. Concepts discussed include: (a) decision making; (b) communication; (c) leadership; (d) authority, power, and influence; (e) role expectations and conflicts; and (f) school organization. This very interesting approach deals not with the mechanics of supervision, but rather with the sociopolitical context in which school supervisors find themselves.

Leeper, R. R., ed. Supervision: Emerging Profession--Readings from Educational Leadership. Washington, D.C.: Association for Supervision and Curriculum Development, 1969.

This collection of articles from Educational Leadership focuses specifically on a small number of issues that are central to inservice teacher supervision. The leadership role of the school supervisor is considered, as are the recruitment, preparation, and continuing education of such personnel--an interesting theme not frequently discussed in the literature. The research segment reflects different aspects of supervision, while the final two sections speak to supervisory techniques and responsibilities in varied settings. All in all, the text provides selected perspectives on this type of supervision.

Lewis, A., and A. Miel. Supervision for Improved Instruction: New Challenges, New Responses. Belmont, Calif.: Wadsworth Publishing Co., 1972.

The text is addressed to those people in a school organization who are involved with the improvement of the process of instruction; specifically, supervisors, consultants, principals, and teachers. It presents an analysis of commonly accepted beliefs and practices in supervision, as well as

alternatives to such strategies, with the goal of helping people to understand the rationale behind each one. The role of the common school, its specialists, and its curriculum are first reviewed, followed by a more lengthy discussion of curricular and instructional issues. Finally, supervisory roles and approaches are provided. This text takes a broader view of the context in which the supervisor works, and would be helpful to those in a variety of positions who are interested more generally in the process of schooling.

Lucio, W., ed. The Supervisor: New Demands, New Dimensions. Washington, D.C.: Association for Supervision and Curriculum Development, 1969.

The text deals with the role of the inservice school supervisor from several points of view. The new role for the supervisor is discussed, and recommendations for changes in practice are provided. Responsibilities as an agent of change, an influence on collective bargaining, an evaluator, and a coordinator are further developed in this context. The implications of such changes in professional identity are summarized.

Lucio, W. H., and J. D. McNeil. Supervision: A Synthesis of Thought and Action. New York: McGraw-Hill, 1969.

This textbook deals with the materials essential to a basic understanding of supervision as it is practiced in schools. The changing views of supervision and supervisory roles are presented, and the selection and preparation of supervisors are discussed. Research on schools, a rationale for curriculum development, and means of promoting change are noted in the context of a theory of social systems. Finally, the authors outline conditions that increase supervisory effectiveness. This text is well-written and provides a concise introduction to both theory and practice.

Marks, J., E. Stoops, and J. King-Stoops. Handbook of Educational Supervision--A Guide for the Practitioner. Boston, Mass.: Allyn and Bacon, 1971.

This 900-page volume includes sections on most of what anyone would need to know about instructional supervision. Following a historical review, special problems in supervision are discussed. The several chapters on roles, responsibilities, and varied techniques provide for a thorough understanding of the goals, settings, and strategies for executing various tasks. The supplements to each chapter are interesting, and helpful appendices are included. This is truly a guidebook for supervision.

Mickler, W., Jr. "New Roles Can Facilitate Change." Educational Leadership 29: 515-17; March 1972. EJ 053 938

Having noted that there is a lack of adequate teacher evaluation and that supervision cannot deal with all of the listed central factors which allow for changes in teacher behavior, the author proposes a "teacher educator-evaluator" model. The teacher educator would assist, not evaluate, teachers, while the evaluation components of supervision would be taken over by another individual. The model seems to provide an alternative to the often unhappy mix of roles.

Munnelly, R. "Teacher-Supervisor Conflicts and the Issue of Academic Freedom." Educational Leadership 27: 673-77; April 1970. EJ 016 765

The author deals with the teacher's rights not to comply with directives issued by school supervisors. A conflict case is discussed, and guidelines for academic freedom are presented. The article presents another facet of school supervision and would be of interest not only to supervisors, but also to teachers and administrators.

Probst, R. "From Student to Teacher: The Supervisor's Role." Educational Leadership 30: 464-67; February 1973. EJ 073 658

The author outlines the difficulties supervisors often have in helping the beginning teacher through observation and conferencing at the start of the school year. One solution proposed is the pre-school, summer workshop for new teachers, during which rapport could be established and content/methods discussed. This could be an interesting and potentially useful addition to a supervision program.

Unruh, A., and H. E. Turner. Supervision for Change and Innovation. Boston, Mass.: Houghton Mifflin, 1970.

This excellent text on inservice supervision deals with roles, goals, and techniques for inservice training, teacher conferencing, behavioral changes, curriculum development, and evaluation. Hypothetical situations and problems for discussion in each chapter illustrate and allow for application of the themes.

White, E. P. "Toward a Redefinition of Supervision." Educational Leadership 30: 761-62; 1973. EJ 075 607

Inservice supervision is redefined not as an administrative position, but rather as a role based on the competence of the individual. Along with

the belief in group process and interchangeability of individuals within the supervisory role, this conception allows any person to aid in, or exhibit, supervisory behavior. Such a plan not only might maximize cooperative effort among school personnel, but also might relieve supervision of the evaluative connotations.

Willower, D. J., P. J. Cistone, and J. S. Packard. "Some Functions of the Supervisory Role in Educational Organizations." Education 92: 66-68; February/March 1972. EJ 055 422

This discussion of the role of the general supervisor in the instructional social system notes that the position serves as a point of linkage between the managerial and technical subsystems within a school. Such a conception places the role in a different perspective from which actual functions and responsibilities might be developed.

THE COLLEGE/UNIVERSITY SUPERVISOR: CHANGING ROLES AND RESPONSIBILITIES

The literature in this area falls into a small number of categories. Numerous works deal with the roles of the supervisor, listing general headings such as "Coordination of Training Experiences" and "Counseling." Others provide enumerations of specific tasks or responsibilities within each role. A final group of articles deals with changes in those roles, emphasizing selected facets of the university supervisor's duties and transferring particular tasks to other individuals.

Alilunas, L. "Conant's Clinical Professor Concept." Peabody Journal of Education 47: 173-77; November 1969. EJ 013 125

Conant's recommendations for changes in the supervision of preservice teachers are critiqued in this article. Following a brief description of the proposals themselves, reactions for and against are provided, and instances of contrasting practices are described. This more critical rather than explanatory review might be helpful to those seeking to implement such an approach to student teacher training.

Boyer, J., and N. Maertens. "School-University Coalitions for Reality-Based Instruction." Educational Leadership 32: 313-16; February 1975. EJ 125 012

The authors stress that cooperation among university and public school personnel is essential. Historical precedents for such cooperative efforts

in teacher training are cited, and models for partnerships/coalitions are discussed, with reports on one such supervisory program now in effect. It is hoped that such organizational and interpersonal arrangements could promote commitment to improved preservice training experience.

Clegg, A. A., and H. J. Trennepohl. "The Clinical Associates: A New Role?" Educational Leadership 28: 377-80; January 1971. EJ 031 547

The authors present a program of preservice training and supervision performed by individuals hired jointly by the public school district and the college or university. The training program, strengths, conflicts, and outcomes for this potentially rewarding model are discussed. Such a system seems to obviate the weak points of the college supervisor's current position, while still maintaining close contact with the college or university.

Cumming, J. R. "Beast of Burden or Playboy? Which Role for the Student Teachers' College Supervisors?" Clearing House 44: 437-40; March 1970. EJ 016 693

The article suggests that the contemporary shifting of responsibility for the training of student teachers from college supervisors to cooperating teachers has created an underworked "playboy" out of a formerly overworked supervisor. So as to determine more carefully a moderate workload for the individual, a mathematical formula is presented and discussed. This more systematic approach is unusual.

Dirks, M., et al. "The Special Contribution of the College Home Economics Education Supervisor to the Student Teaching Situation." Lafayette, Ind.: Purdue University, 1967. 45 pp. ED 016 865

Reports obtained from student teachers, supervising teachers, and university supervisors noting incidents critical to success or failure in student teaching were analyzed. Information dealing with the roles and behaviors of the university supervisor and the impact of this behavior on the cooperating teacher and the student teacher was obtained. The findings seem applicable to supervisors in all disciplines.

Dixon, B. G., and B. Seiferth. "The Changing Role of the University Supervisor of Student Teachers." 1974. 9 pp. ED 090 155

In lieu of more traditional duties, the authors suggest that the college supervisor of student teachers spend more time training cooperating teachers to work effectively with novices in the field. Such training, in

the form of an initial seminar or orientation meeting, would help cooperating teachers become aware of the goals and methods being taught, and thus allow for consistent supervision.

Hanke, D. "The College Supervisor: Unsung Hero." Teachers College Journal 39: 35-37; 1967.

The author describes the position of the college supervisor of student teachers not necessarily as one of observation, since the cooperating teacher is more able to provide such services on a day-to-day basis. Rather, the college supervisor's tasks lie in personal relations, administration, coordination of school-college experiences, and representation of the college program as a whole. Such an approach presents a possible simplification of the many-faceted responsibilities.

Hazard, W., ed. The Clinical Professorship in Teacher Education. Evanston, Ill.: Northwestern University Press, 1967.

This report of a conference on clinical professorships includes a variety of perspectives on, and alternatives within, this supervisory style. Thoughts on the administration, interdisciplinary involvement, responsibilities, and possible variations are presented in the nine articles. This union of the college supervisor/professor with a practicing school teacher has much to offer contemporary supervision.

Johnson, J. A. "The Role of the College Student Teaching Supervisor in In-Service Teacher Education." 1974. 9 pp. ED 096 293

The article describes the traditional role of the college supervisor, noting its deficiencies and then discussing a new role that would focus solely on inservice teacher education. Benefits and limitations are considered. The role is of interest, for by its very narrowness it could provoke a reorganization not only in patterns of inservice education, but also in preservice supervision.

Jones, R. C. "University Supervisor--A Student Teacher's Best Friend." Clearing House 44: 433-36; March 1970. EJ 016 692

The article discusses nine aspects of the role of the university supervisor: leadership, interpretation of programs, fostering of cooperation, observation, counseling, analysis, evaluation, teaching, and intermediary/liaison activities. Tasks inherent in the implementation of these roles are listed. The work speaks to most of the domains usually considered to be part of the preservice supervisor's occupation.

Morris, J. "The Effects of the University Supervisor on the Performance and Adjustment of Student Teachers." Journal of Educational Research 67: 358-62; April 1974. EJ 097 038

In this study, student teachers with and without university supervisors were given several measures of adjustment and classroom performance. Few differences between the groups on these measures were found except in the areas of self-ratings, in which supervised student teachers responded more positively than did those who were not supervised. Recommendations for liaison and inservice, rather than observational, roles are proposed.

Neal, C., L. Kraft, and C. Kracht. "Reasons for College Supervision of the Student Teaching Program." Journal of Teacher Education 18: 24-27; 1967.

This study reports the free responses of university supervisors, cooperating teachers, and student teachers. Eleven major roles and responsibilities which highlight ways in which a supervisor may aid student teachers are discussed. The work is of interest in that it provides one of the few justifications for the role as it is usually conceived.

Pennington, D. "A Nationwide Survey of the Supervision of English Student Teaching in Colleges and Universities." Urbana: Illinois Statewide Curriculum Study Center in the Preparation of Secondary English Teachers, 1969. ED 031 493

This report reviews findings of a nationwide survey of four aspects of supervisory programs: (a) arrangements and facilities for student teaching, (b) selection and duties of the cooperating teacher, (c) responsibilities of college supervisors, and (d) attitudes of college and secondary school personnel toward the supervision program. Discussion of deviation of current practice from the "ideal" in each area, as well as conclusions and recommendations, are included.

Waters, B. H. "Role Expectations of the College Supervisor of Elementary Student Teachers in the State of Georgia." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Ill., 1973. 42 pp. ED 088 812

This study assesses the relationship between the job functions performed by supervisors of elementary student teachers and the ideal role functions as conceived by student teachers, supervising teachers, and supervisors' principals. The differences discussed refer to specific

behaviors in terms of which one could compare or modify a supervisory style. The questionnaire used is also included.

THE DEVELOPING ROLE OF THE COOPERATING TEACHER

This segment contains annotations of works dealing with the roles and functions of the cooperating teacher. Many suggestions for tasks and responsibilities at different stages in the cooperating teacher/student teacher relationship are provided, as are case studies which might be helpful in analyzing ideas and practices related to supervision in this setting.

Bennie, W. A. Supervising Clinical Experiences in the Classroom. New York: Harper and Row, 1972.

This guide to the supervision of preservice teachers is directed to cooperating teachers, and contains one of the most helpful discussions of the different facets of their supervisory duties. Sections focus on the partnership with the college, the position of the student teacher, and the responsibilities of the supervising teacher. Further chapters deal with techniques in evaluation, observation, and conferencing, as well as more general aspects of supervisory interactions. The case studies provided are provocative and encourage application of the cited skills.

"Role of the Classroom Teacher in the Student Teaching Program. Report of the Classroom Teachers National Study Conference." Washington, D.C.: Association of Classroom Teachers, 1970. 39 pp. ED 038 377

This pamphlet discusses not the role and selected activities of the cooperating teacher, but rather the more legislative aspects of that position. Actions undertaken at the federal, state, and local levels to provide for careful selection and training of cooperating teachers, to allow them more input into the training program, and to make them more aware of supervisory procedures are noted. Selected contract provisions, district policies, and other legal resolutions are included in the appendices, providing information on this important aspect of supervision.

Funk, H., and Musgrave, R. "Evaluation of Cooperating Teachers." School and Community 60: 24-25; 1974.

The authors analyzed student teacher responses to a 29-question survey focusing on the performance of their cooperating teachers. Recommendations for general changes in cooperating teacher preparation of the pupils, orientation of the student teacher, conferencing and cooperative planning,

demonstration teaching, and midterm and final evaluations are provided. A copy of the instrument is included.

Hallman, C. "The Role of the Cooperating Teacher." 1965. 15 pp. ED 010 722

This brief report provides very useful guidelines to several aspects of the cooperating teacher's duties. A list of skills for cooperating teachers is noted, followed by an extensive checklist for lesson observations that both cooperating teachers and college supervisors might find useful. The appendix enumerates many cooperating teacher responsibilities and includes ways in which they may be most helpful to their student teachers.

Henry, M., and W. Beasley. Supervising Student Teachers the Professional Way. Terre Haute, Ind.: Sycamore Press, 1972. ED 062 268

Each chapter in this very enlightening text begins with a case study devoted to a particular theme or to an incident that cooperating teachers may experience in their work with student teachers. The major points of interest in each case are then discussed, with frequent lists of summary principles for easy reference. Possible "solutions" to each case are included at the close of the chapter, along with a resume of the proposed suggestions. This is one of the more informative approaches to the supervision of preservice students.

Hicks, E. P. "Changing the Role of the Cooperating Teacher." Journal of Teacher Education 20: 153-57; Summer 1969. EJ 006 459

The article describes a teacher preparation program which actively involved cooperating teachers in the methods and practicum experiences by appointing them to a training advisory board. Increased cooperation between school and university personnel, more realistic expectations on the part of both groups, and better understanding of and more consistent attention to the content and methods by cooperating and student teachers were among the results.

Hunter, E. "The Cooperating Teacher at Work: Case Studies of Critical Incidents." New York: Teachers College Press, 1962.

This booklet presents 26 case studies and discussion questions on five general themes: selecting cooperating teachers, working with student teachers, working in school settings, evaluating student teachers, and

rewarding cooperating teachers. The cases focus on real-life problems and serve to help all those involved with training of student teachers to gain insight into their own values and conceptions of the schooling process.

Ishler, R. "Train the Trainer--A Proposal Enhancing the Role of the Cooperating Teacher." Clearing House 43: 240-43; 1968.

The article discusses a program for the preparation of cooperating teachers which would not only ensure that each student teacher was placed with a competent "master teacher," but which would also provide cooperating teachers with increased professional and financial rewards. The listed advantages of such a model are numerous.

Lowther, M. "Most and Least Helpful Activities of Supervising Teachers." Clearing House 43: 40-43; 1968.

Data were collected from 250 student teachers from different subject matter areas. To questions about the most helpful things supervising teachers had done, respondents noted (a) independence from the teacher and total actual teaching time; (b) introduction and orientation to school facilities and personnel, advice, and modeling; (c) commitment to the student teacher and empathy; and, finally, (d) careful feedback and constructive conferencing. The least helpful behaviors included: (a) lack of specific constructive evaluation; (b) inflexibility and lack of freedom; (c) lack of advice, orientation, and observations; and (d) little actual teaching time alone with pupils. Implications for cooperating teacher behavior are discussed.

McKeag, R., P. Koll, and B. Herzog. "A Cooperative Approach to Supervising Student Teachers." NASSP Bulletin 62: 62-67; March 1978. EJ 173 580

The authors propose a model for student teaching called the student teaching center, a practicum site with several cooperating teachers working with more than one student teacher. This team approach to student teacher placement and supervision is designed to provide for greater attention to each novice, as well as to allow the cooperating teachers to have greater input into the training program, and to develop their supervisory skills by learning from each other.

Monson, J., and A. Bebb. "New Roles for the Supervisor of Student Teaching." Educational Leadership 28: 44-47; October 1970. EJ 025 495

This article reports on a study exploring the implementation of redefined roles for the college supervisor and the cooperating teacher.

The latter were given major responsibility for the training of the student teacher, while college supervisors conducted inservice training for cooperating teachers and visited student teachers only as invited consultants. Reported results note that these changes in roles were deemed successful by all individuals involved.

Sinclair, W., and L. Peters. "Cooperating Teacher-Student Teacher as a Learning Team." Clearing House 44: 430-32; March 1970. EJ 018 075

The authors note that better teachers may be the result of better student teaching, and that student teaching could be improved by making it a stimulating and rewarding experience. The learning team approach provides for a partnership between the student teacher and the cooperating teacher. This relationship, based on cooperative planning, shared responsibility, and personal growth for both parties, is worthy of further consideration.

Stratemeyer, F., and M. Lindsey. Working with Student Teachers. New York: Teachers College Press, 1958.

While the text is somewhat dated, it still provides a useful introduction to the process of working with a student teacher. Following a section on the setting of teacher education, the authors include their thoughts on: (a) one's preparation for a student teacher; (b) helping the student teacher to study children and to plan, execute, and evaluate lessons; and, finally, (c) making observations, conferencing, and evaluating the student teacher.

Wolfgramm, H. F. "Tips for Cooperating Teachers." Peabody Journal of Education 44: 171-76; 1967.

These practical suggestions for cooperating teacher behavior focus more specifically on what to do before the student teacher arrives, while s/he is there, and after s/he leaves. The ideas are varied in nature, and cover many of the techniques that could make participation in a preservice practicum a more enjoyable and profitable experience.

Wolfe, D. E. "The University Supervisor Reports: An Expanded Role for the Foreign Language Cooperating Teacher in Preservice Education." American Foreign Language Teacher 3: 8-10; 1972. EJ 066 854

This brief article discusses the role of the cooperating teacher in arranging microteaching sessions that use school pupils rather than simple peer teaching experiences in the preparation of student teachers. It

provides a very intriguing alternative to most preservice experiences which should be considered in more detail.

OBSERVATIONAL INSTRUMENTS

These works deal with the observation of teaching. The goals of observation and instruments for recording behavioral information are discussed. The selections should provide a fundamental understanding of observation processes, as well as an introduction to a large number of available observational systems.

Amidon, E. J., and J. B. Hough. Interaction Analysis: Theory, Research, and Application. Reading, Mass.: Addison-Wesley Publishing, 1967.

Since interaction analysis is one of the better known observational systems for analyzing instruction, this collection of papers focuses solely on the theory, related research endeavors, and applications to teacher training. The explanations and illustrations of the system introduce and develop the rationale and methodology, and would be of interest to those supervisors and teachers interested in obtaining information on specific verbal behaviors in classroom settings.

Barell, J. F. "Potentiating Idiosyncracy--Generating Personal Observational Systems for Supervision." 1975. 25 pp. ED 148 748

The article focuses on means of developing a personal system for the observation of classroom instruction. A rationale and long-range goals for idiosyncratic systems are noted, followed by a discussion of the process/activities necessary to the designing of such instruments. The method proposed provides an alternative for those supervisors who are not comfortable implementing one of the numerous existing possibilities.

Beegle, C. W., and R. M. Brandt, eds. Observational Methods in the Classroom. Washington, D.C.: Association for Supervision and Curriculum Development, 1973. ED 077 146

This collection of papers includes discussions of instructional observation. Articles deal with several specific verbal and nonverbal systems, and speak to the more general issues of instrumentation, the supervisor's observer role, and problems of direct observation. The assembled works provide perspectives on selected issues of interest to teachers and supervisors.

Flinker, I. "Reporting Teacher Observation." Clearing House 41: 9-12; 1966.

Three types of reports on in-class observations which might be used by supervisors--the checklist, the descriptive report, and the personal letter--are discussed. The article concludes with a few questions on these different alternatives which might stimulate thinking about reports in general.

Medley, D. M. "The Language of Teacher Behavior: Communicating the Results of Structured Observations to Teachers." Journal of Teacher Education 22: 157-65; Summer 1971. EJ 040 308

The article reports the findings of a study on behavioral change in preservice teachers, and then provides a discussion of the role of observation during that change process. The focus is on three observational levels: helping the teacher to understand, then recognize, and finally implement various behaviors. This is an interesting conception of the observational portion of supervision.

Medley, D. M., and H. E. Mitzel. "Measuring Classroom Behavior by Systematic Observation." In: N. L. Gage, ed. Handbook of Research on Teaching. Chicago, Ill.: Rand McNally, 1963. pp. 247-328.

This useful chapter reviews the literature on the techniques and principles of classroom observation. The role of observation is introduced, followed by a discussion of observational techniques and their reliability. Extensive documentation of attempts to measure varied aspects of classroom behavior are considered. Further sections are devoted to the planning of an observational study, and an analysis of results. While somewhat older than the Second Handbook, also annotated here, the work's clear summary of observational procedures lays a foundation for further reading.

Rosenshine, B., and N. Furst. "The Use of Direct Observation To Study Teaching." In: R. M. W. Travers, ed. The Second Handbook of Research on Teaching. Chicago, Ill.: Rand McNally College Publishing, 1973. pp. 122-83.

This lengthy article reviews research on, and instrumentation for, the observation of teaching in classroom settings. Several approaches to such work are discussed, followed by information on the number, types, differences, and uses of observational systems. Methodological issues underlying such work are considered. This more technical look at observation would interest the supervisor or teacher who desires a research-based perspective.

Simon, A., and E. G. Boyer, eds. Mirrors for Behavior--An Anthology of Classroom Observation Instruments. Philadelphia, Pa.: Research for Better Schools, 1967.

The six-volume collection of observational instruments provides discussion and examples of numerous observational systems. A checklist for each instrument serves to give an overview of its basic uses and characteristics; this is followed by a description of the actual content categories, after which the instrument itself is reproduced. The variety in points of view reflected by the different systems is provocative, and all supervisors should be aware of the wealth of observational formats available to them.

Yevish, I. A. "The Observation Fallacy." Educational Forum 32: 171-75; 1968.

The author approaches with skepticism the assumption that observational visits are essential to supervision and school improvement. Numerous practices which seem to make such observations appear unnecessary or even harmful are cited. Suggestions for making the supervisory position more meaningful, as well as alternatives to observational supervision, are provided.

CONFERENCING TECHNIQUES

The following works on the supervisory conference provide insight into its process and its content. Most of the annotations deal specifically with aspects of the supervisor's verbal style--the tone of comments, questions, or discussions--and their effects upon the supervisee. The emphasis on how interchanges develop is complemented not only by the few articles on content included here, but also by the excellent chapters on conferencing in texts previously annotated, especially in Goldhammer's Clinical Supervision.

Acevedo, M. A., et al. "A Guide for Conducting an Effective Feedback Session." Document No. 15. Austin: University of Texas Department of Educational Administration, 1976. 52 pp. ED 136 477

The article provides a discussion of selected aspects of interpersonal interactions and exercises for improving them. Establishing a cooperative relationship, questioning techniques, nonverbal components of interchanges, and listening skills are among the topics considered. The varied exercises encourage application of the techniques in simulated feedback/conferencing settings.

Beatty, P. J. "Dialogic Communication in the Supervision Process: A Humanistic Approach." Education 97: 226-32; Spring 1977. EJ 162 831

The author notes that for supervision to be a growth-producing process, supervisors must encourage self-expression as a means of personal development in teachers. A dialogic rather than a monologic form of discourse is proposed, the necessary conditions for dialog are presented, and the resulting changes in supervision are specifically discussed.

Blumberg, A. "Supervisory Behavior and Interpersonal Relations." Educational Administration Quarterly 4: 34-45; 1968.

The study reports findings of work undertaken to determine the extent of relationships between a supervisor's style and the perceived quality of interpersonal relationships. It was found that much indirect behavior and much direct behavior were linked with more positive interpersonal relationships. Other results and implications for supervisory interactions are discussed.

Blumberg, A., and P. Cusick. "Supervisor-Teacher Interaction: An Analysis of Verbal Behavior." Education 91: 126-34; November/December 1970. EJ 029 154

This study presents first the content of an observational system for coding verbal behavior, and then its application to supervisor-teacher conferences. The length of time each participant talked as well as the content and the quality of the speech are recorded. This work has implications for the analysis of supervisor conferencing styles.

Farson, R. E. "Praise Reappraised." Harvard Business Review 41: 61-66; 1963.

This article considers praise from a different perspective--instead of highlighting the positive or reward value, its role in establishing distance between individuals, in constricting creativity, and in terminating interchanges is discussed. Such a conception is unique in the literature, and provides a very thoughtful view of this type of verbal interaction.

Gibb, J. R. "Defensive Communication." Journal of Communication 11: 141-48; 1961.

The author first defines "defensive communication" as "that behavior which occurs when an individual perceives threat or anticipates threat." Six pairs of defensive--supportive communication styles are then listed

and discussed: evaluation--description, control--problem orientation, strategy--spontaneity, neutrality--empathy, superiority--equality, and certainty--provisionalism. Implications for supervisory interactions are numerous.

Hinkley, W. L. "Are You a 'Laundry List' Supervisor?" School and Community 56: 33+; 1970.

The author defines the "laundry list" supervisor as one who enumerates the student teacher's mistakes and other shortcomings in a supervisor-directed and often cognitively and emotionally overwhelming conference. Alternatively, sharp and limited focus, positive reinforcement, and careful listening by the supervisor are stressed as elements of more successful interactions.

Kise, J. D. "Microteaching--A Study in Specific and General Behavior of Supervisors." Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, La., 1973. 9 pp. ED 080 502

The study reports on the use of microteaching to analyze supervisory behavior. Results showed that conferences that focused on specific teaching behaviors produced greater change in the reteach portion of the cycle than did those conference that dealt with more general topics.

Kyte, G. C. "The Supervisor-Teacher Conference--A Case Study." Education 92: 17-25; November/December 1971. EJ 049 511

This annotated sample conference between a general supervisor and a teacher illustrates many of the conferencing techniques discussed in the literature. It is an interesting example and could provide a more realistic illustration of conferencing behavior.

Leonard, B. C., F. J. Gies, and J. S. Paden. "The Effect of Selected Media Feedback upon the Interactive Behavior of Student Teachers." Journal of Educational Research 64: 478-80; July/August 1971. EJ 042 609

This work was conducted to determine whether supervisory feedback supplemented by audio or video taped replays provoked greater changes in student teacher behavior. Behavioral change within the group receiving video feedback was statistically significant. Other findings are discussed.

Michalak, D. A. "Supervisory Conferences Improve Teaching." Gainesville: Florida Educational Research and Development Council, 1969. 39 pp. ED 051 089

The author traces the development of the supervisory conference, contrasting objectives and procedures of different theories. Two specific instruments for looking at conference behavior are discussed, followed by conferencing guidelines and a suggested cnoference model. The work presents techniques for conducting this supervisory interchange.

Lindsey, M., et al. Inquiry into Teaching Behavior of Supervisors in Teacher Education Laboratories. New York: Teachers College Press, 1969.

This volume contains collected articles on professional preservice supervision. Following the introduction to such experiences, and several sample studies of teaching, the text focuses on analyses of, and conferencing techniques concerning, the teaching act. The different perspectives and alternatives included among these latter sections represent many facets of the literature on supervisory conferences.

Vukovich, D. "The Effects of Four Specific Supervision Procedures on the Development of Self-Evaluation Skills in Preservice Teachers." Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, Calif., 1976. 27 pp. ED 146 224

The effects of direct and indirect conferencing methods as well as the presence or absence of previous self-evaluation experiences on self-evaluation skills were examined. Results showed each conference style to be effective with certain types of students, while practice in self-evaluation yielded more accurate final self-assessments.

Wallen, J. L. "The Interpersonal Effect of Responses." From lectures at the Institute on Clinical Supervision, Portland, Ore., 1965.

The different types of freeing, or growth-producing, responses and various binding, or controlling, responses that are discussed have immediate application to supervisory conference procedures. The principles for establishing trust in a relationship are also relevant. The article provides a useful framework for considering verbal styles and their effects on others.

ERIC

DOCUMENT REPRODUCTION SERVICE

P.O. Box 190 ARLINGTON, VIRGINIA 22210 • (703) 841-1212

OPERATED BY: COMPUTER MICROFILM INTERNATIONAL, CORP.

ORDER FORM

IMPORTANT INSTRUCTIONS

- **ORDER BY ED NO.** (6 digits) See Resources in Education (RIE)
- **SPECIFY EITHER:** Microfiche (MF) or Paper Copy (HC)
- **ENTER UNIT PRICE** (See Below)
- **INCLUDE POSTAGE**

*Note charge to expedite delivery within the United States only (see below)

- **ENCLOSE CHECK OR MONEY ORDER** Payable to EDRS or Computer Microfilm International Corp. (U.S. funds payable through a U.S. bank or clearinghouse)
- **OR ENCLOSE AUTHORIZED ORIGINAL PURCHASE ORDER**
- **COMPLETE AND SIGN BELOW**

SHIP TO: _____

SOLD TO: _____

Date _____

Signature _____

Title _____

UNIT PRICE SCHEDULE

MICROFICHE (MF)	
NUMBER FICHE EACH ED #	**Price**
1 to 5 (up to 480 pages)	$ .83
6 (481-576 pages)	1.00
7 (577-672 pages)	1.16
8 (673-768 pages)	1.33
Each additional microfiche (additional 96 pages)	.167

PAPER COPY (HC)	
NUMBER PAGES EACH ED #	**Price**
1 to 25	$1.67
26 to 50	2.06
51 to 75	3.50
76 to 100	4.67
Each additional 25 pages	1.34

ED NUMBER	NO. OF PAGES	NO. OF COPIES MF	NO. OF COPIES HC	UNIT PRICE	TOTAL
TOTAL NO. OF PAGES				**SUBTOTAL**	
TAX EXEMPT NO. _____				VA RESIDENTS ADD 4% SALES TAX	
				POSTAGE	
DEPOSIT ACCT. NO. _____				**TOTAL**	

CHART FOR DETERMINING UNITED STATES POSTAGE

1st CLASS POSTAGE FOR		4TH CLASS POSTAGE FOR TOTAL MF OR HC PAGES INDICATED (Allow 3-4 weeks delivery time from date of order)							
1-3 Microfiche Only	4-7 Microfiche Only	1 lb. 75 or fewer MF or HC Pages	2 lbs. 76-150 MF or HC Pages	3 lbs. 151-225 MF or HC Pages	4 lbs. 226-300 MF or HC Pages	5 lbs. 301-375 MF or HC Pages	6 lbs. 376-450 MF or HC Pages	7 lbs. 451-525 MF or HC Pages	8 lbs. Each Additional 75 MF or HC Pages
$ .15	$ .28	$ .48	$ .66	$ .84	$1.02	$1.20	$1.38	$1.56	$ .11

*Expedited delivery is available by requesting UPS delivery and including payment. Charges vary depending upon total weight of order and final destination. The chart below gives maximum charges for this service from Arlington, Virginia. It will be the customers' responsibility to calculate the correct amount, *or* to send in the maximum amount. Overpayments will be refunded upon request.

* CHART FOR DETERMINING UPS CHARGES

1 lb. 75 or Fewer MF or HC Pages	2 lbs. 76-150* MF or HC Pages	3 lbs. 151-225 MF or HC Pages	4 lbs. 226-300 MF or HC Pages	5 lbs. 301-375 MF or HC Pages	6 lbs. 376-450 MF or HC Pages	7 lbs. 451-525 MF or HC Pages	8+ lbs. Each Additional 75 MF or HC Pages
Not to Exceed $1.04	Not to Exceed $1.34	Not to Exceed $1.64	Not to Exceed $1.94	Not to Exceed $2.23	Not to Exceed $2.53	Not to Exceed $2.83	Cost may range from $3.13 to $15.64

Revised July 1977